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ABSTRACT

This journal provides an account of pilot site visits and other professional notes from July 1989 to June 1990. It begins with a description of an initial meeting to determine the author's role in the Applied Academics Project, namely that of facilitator of the integration of academic and vocational education with local teachers. Other entries record his perceptions of meetings and conversations dealing with project planning, project content, identification of vocational and academic teachers, contacts with teachers, barriers, and applied curriculum materials. Other topics covered are as follows: presentations made by the author; development of the script for the applied academics or integration video; journals kept by teachers that recorded their activities in developing integrated curriculum; drafting of the Quality Assistance Plan for a regional vocational system; and discussions of admissions standards with directors of admissions at various higher education institutions. A copy is included of a report from the Applied Academics Project Integration Synthesis Summit. This report lists barriers and incentives to integrate academics into vocational education; describes a process for use in integrating academics with vocational education to increase students' basic skills abilities; lists comments on use of this process; contains a proposed outline for a guidebook for local teachers and administrators; and comments on the guidebook. (YLB)

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A JOURNAL OF

PILOT SITE VISITS AND OTHER PROFESSIONAL NOTES

CONCERNING METHODS, PROCESSES, IMPEDIMENTS, AND FACILITATORS TO

INTEGRATE CURRICULUM TO IMPROVE STUDENTS' BASIC SKILLS

BY

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THE APPLIED ACADEMICS PROJECT

ILLINOIS STATE UNIVERSITY

JULY 1989 - JUNE 1990

* THESE NOTES ARE PERSONAL COMMENTS OF THE AUTHOR. DUE TO THE PERSONAL NATURE AND PURPOSE OF THIS JOURNAL, THERE ARE MANY UNINTENDED MISTAKES IN SPELLING, ESPECAILLY NAMES, AND SEVERAL GRAMMER ERRORS.

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June 30, 1989

Meeting with Franzie Loepp and Joe Talkington

Franzie Loepp, Joe Talkington, and I discussed my role in the Applied Academics Project for 1990. We identified the portion of the proposal for which I will be responsible. That portion involves facilitating integration of academic and vocational education with teachers locally. Those teachers have yet to be determined. Designing and implementing these activities is a synthesis activity. There are no preconceived ideas about how it should take place, but a strong review of literature will be needed to create a knowledge base from which to work.

Also on July 31, Joe Talkington and I will go to Western Illinois University to an in-service workshop for Betty Swanson's Curriculum Revitalization Project.

August 14, 1989

Meeting with Franzie Loepp and Joe Talkington

In this meeting we discussed the possibility of collecting information on school reform and integrating academic and vocational education from a variety of sources across a number of different disciplines. We also discussed making initial steps to plan out activities within the McLean-DeWitt Regional Vocational System to integrate academic and vocational education. We have an initial meeting with Mr. Meeker on August 17.

August 15, 1989

Phone Conversation with Norton Grubb
University of California, Berkeley

During this brief conversation on the phone, we talked about a number of issues related to integration of academic and vocational education. We talked about the nebulousness of it, the difficulty in evaluating and even developing it. As far as it is heirarchially described, it is a very synthesis and evaluation-oriented activity. The path to being successful is not clear, although there are some activities going on across the country that appear to be successful and have collected some positive data on integration, especially from the Southern Regional Education Board at that date.

August 17, 1989

Meeting with Robert Meeker

Robert Meeker and I met to discuss the content of my project. We also discussed gathering assistance in identifying teachers in the McLean-DeWitt Regional Vocational System that would be interested in revitalizing their curriculum through the integration of academic and vocational instruction during the 1989-1990 school year. We identified several vocational teachers and academic teachers and I will be contacting them.

September 7 or 8, 1989

Meeting with Robert Meeker

I talked with Robert Meeker about my work in Bloomington High School and identifying teachers there who might be interested in working on our project. Due to Principal Bill O'Neil's project on making sure that all students succeed at Bloomington High School, other outside projects such as this are not being allowed within the school. Mr. O'neil would like his instructional staff to focus on his ABLE project. This limited the number of teachers that could be involved at Bloomington High School down to two. Later in September I found out that both of them are so busy they cannot make a commitment to this project.

September 13, 1989

Phone Conversation with George Copa
University of Minnesota

I talked with George Copa about his project and what's going on with the National Center at the University of Minnesota. We talked for a fairly lengthy amount of time about his projects and his conceptualization of the future of vocational education. He said he would send me drafts of reports from his project and Robert Beck's project at the University of Minnesota. I am looking forward to getting that information. It is a good addition to my knowledge base.

Weekly Meetings Fall Semester 1989

Each Monday Joe Talkington, Franzie Loepp, and Jeff Wood, and I meet in the afternoon to discuss project developments and consistently provide updates. It seems Franzie and I collectively come up with refinements to the project and directions to facilitate accomplishing our goals.

September

Vocational Teachers

Throughout the middle and end of September, I continued to contact teachers throughout the McLean Regional Vocational System to see if they would be willing to be involved in this project. I talked with Larry Hevlin at Leroy High School about several teachers there. He said that because of negotiations and other activities he would not be able to participate and that most teachers there, that he had respect for, were also busy with coaching, advising student groups, driving buses, being on the negotiation team, etc.

I talked with Don Dillon at Hayworth High School who suggested several teachers to contact. I am having the same problem as I had with Leroy High School. The teachers are very involved with students in speech/debate teams, theatre productions, football, basketball, driving school buses, etc. I made contact with Tom Wells and Terry Luttens, but both were so busy with outside activities that they could not commit to being in the project.

I talked with Mike Virlee at University High School. He is quite willing to help with the project and has been involved with Franzie before, so he was quite willing to agree to participate.

I talked with Barb Blunk from University High School. She was willing to participate on a limited basis.

I also talked with Fred Walk and Dan Cooglich at Normal Community High School. Initially they were willing to participate and then at the last minute before our meeting in early October they decided that they could not participate because of outside activities. Dan is a negotiator on Unit 5 Teacher Education Association and Fred is heavily involved in National Geographic Society Activities and with ISU's Geography Department, as well as teaching at Normal Community High School.

Larry Lowe at Normal community high School said that he would be willing to participate as well as Dianne Gorlitz at Bloomington high School.

Fred Bosolo and a couple of others at Bloomington High School, that were allowed to participate, said that they would not be able to because of the commitments they had to their family and other school activities.

Once this initial group was put together in late September, the meeting was planned for early October.

September 29, 1989

IVA Group

I met in September and early November with what has been labeled the IVA group of teachers who will be making a presentation at the Illinois Vocational Association annual meeting in February. These teachers are from Chicago, East St. Louis, Mount Vernon, Normal, Braidwood, and several other places around the state where they are actively seeking out academic teachers to assist in collaborative work on integrating academics and vocational education.

Their purpose is to try some strategies in their local settings and to report back to regular vocational teachers at the state meeting in February. Chris Roegge from the University of Illinois is working with these people. The first meeting in late September, possibly the 29th, was an orientation to integration activities. We watched a videotape from the national center and completed a warm-up activity. On Saturday they were given time to plan and look at various strategies they thought they could activate in their local sessions. The next meeting was going to be November 17th to actually plan out a variety of activities and check to find out how far people have gotten along.

October 7, 1989

Meeting at Bloomington High School

Present at this meeting were Robert Meeker, Barb Blunk, Larry Lowe, Mike Virlee, and Dianne Williams. Fred Walk, Dan Cooglich, and Dianne Gorlitz were unable to attend, which inhibited the ability of this group to get started.

We discussed a number of things going on and scheduled a new meeting in the near future and I said I would contact the others at that time.

October 16, 1989

Visit with Franzie Loepp

I discussed my frustrations at getting teachers to commit to actually changing curriculum and working collectively as a design team. We discussed barriers such as time and current commitments to other activities.

We came up with the idea that we needed to reduce the level of activity for these people to keeping a journal of what they could do and what interactions they had within their school systems. We thought that this would provide some quality data about

individual situations and possibly enough information from this group to make some generalizations about going through this process. It sounded as though the journals were going to make this portion of the project more manageable and it seemed to revitalize this aspect of the project.

Remainder of October

Visits with Teachers

Throughout the remainder of October I visited these teachers and talked about this idea. Immediately, they were willing to do this. They were to keep a journal of different interactions, meetings, thoughts, thinking sessions, curriculum planning sessions, and anytime they came across a thought or interacted or discussed anything related to the integration of academic and vocational education.

The schedule was set up to basically visit these people once a month, approximately, to go over what they had experienced, what types of entries they had put in their journals. Also, we would discuss their trials and tribulations.

October 16, 1989

McLean-DeWitt Regional Vocational System Fall In-service Institute

The McLean-DeWitt Regional Vocational System Fall In-service Institute was held at the McLean County Farm Bureau. Jeff Wood, Dianne Williams, and I put together the program.

We had a legislative update session which reviewed federal and state activity. Then, we had a variety of different sessions for agriculture, home economics, business, and IT. I gave a session on applied academics curriculum. Mike Virlee did a presentation on principles of technology. Jeff Wood looked at new agriculture core curriculum. Les Alexander did some things with public relations planning. Also, Mr. Larry Lowe made a presentation to the agriculture teachers.

November 6, 1989

Meeting with Linda Lafferty, Franzie Loepp, and Jeff Wood

We met to discuss various activities we have been involved with in the McLean Regional Vocational System in helping with in-service activities.

November 9, 1989

Meeting with Barb Blunk, Larry Lowe, and Robert Meeker

I met with Barb about her journal. She said she agreed with it. She said she was pilot testing materials on Applied Math for Franzie's project. We talked about working with a number of teachers, a P.E. teacher and possibly another math teacher, looking at applications and the math curriculum.

I met with Larry Lowe at his office. He talked about the agriculture/science curriculum that he was working to develop. He was also pursuing integration activities with science people, as well as geography. He was looking at improving the international perspective in his ag class.

I dropped off a binder for Robert Meeker at his office. I called Robert Meeker at 10 a.m. on Friday to discuss the journal, and to find out if he had any questions. He did not seem to have any problem and thought it was a good idea.

November 14, 1989

Diane Williamson

I talked with Diane Williamson on a follow-up call about the in-service institute. She thought it went over pretty well. Due to the problems with some of the administrators in some of the school districts, the attendance wasn't quite as strong as we would have liked. Those in attendance seemed to evaluate the program positively.

November 13, 1989

Meeting with Robert Meeker

I met with Robert Meeker and talked about some of the things going on with him and some of the conversations he's had with administrators and teachers. We thought that internal barriers were probably as great as anything in any given situation. And, local school districts do create their own environment and that sometimes what fits in one setting won't in other settings.

November 17, 1989

IVA Group

I went to visit the Applied Academics IVA group in Champaign. They talked about their experiences in their local settings and the support they have received from administrators and other teachers. They also talked about difficulties they have had in accomplishing some of their goals.

End of November, 1989

AVA

I attended the National Center for Vocational Education Research's pre-AVA workshop on integrating academic and vocational education in Orlando Florida. I listened to Gene Bottoms, George Copa, Fred Monaco and a number of other people. They developed and provided a lot of information about what is going on across the country, from the Northwest, the University of California, Florida, and West Virginia. This was really a tremendous workshop.

I attended several other sessions during AVA, including one on vocational teacher education with Griggs, Richard Lynch, and George Copa. These provided insight into integration activities. Materials from this whole conference were very helpful and has had a considerable impact on the knowledge base from which to work.

I seemed to have plugged into an information lines on this and have continued to ask these people for information on their various projects. Given the information I acquired from AVA, Joe Talkington and I are to work on a script for a video slide tape production to use in orienting people in and outside of education about integration. Joe and I were curious about the direction it should head at that time.

December 11, 1989

Applied Academics Teacher Workshop
Illinois State University

Teachers that are pilot testing Applied Math or Applied Communications materials were at ISU for an in-service and evaluation workshop on Monday, December 11th. They talked about the situations in which they use the materials, the barriers they thought they had in using them, the positive aspects of the curriculum materials, the negative aspects, and considerations for others to investigate before using them in their own settings.

December 18, 1989

Meeting with Franzie Loepp

I worked with Franzie on script in December before Christmas. We took a whole new angle, not just focusing on applied curriculum materials, but on the whole aspect of integrating academic and vocational education. We came up with a more broad-based script.

January 5, 1990

Meeting with Mike Sondergroth, Mike Virlee, and Barb Blunk
University High School

We had a very interesting discussion. Mike Virlee is working with an art teacher at this time and would also like to work with a math teacher at some time. He's hoping that he would get two sections of Principles of Technology filled for next fall. One for University High and one for the region. It's hard to say if that will happen. He's concerned about the regional system section of PT having enough students.

I met with Barb Blunk and Mike Sondergroth about their work in math. Mike is interested in seeing more of the applied curriculum materials. Mike and I were getting to meet for the first time, but he is going to keep a journal as well.

January 5, 1990

Meeting with Larry Lowe

Normal Community High School

Larry wanted a copy of the Florida blueprint for career preparation. He was very enthused and energetic about opportunities within Normal Community because of the faculty he works with are very open and interested in doing challenging initiatives. He said he would continue to pursue this administratively as the vocational administrator in the building, but he tends to have some difficulties because of the perception of Normal Community High School as a very academic school and that vocational programs don't tend to carry as much value as they should there.

January 12, 1990

Applied Academics Curriculum Materials Workshop
IVC High School in Chillecothe, Illinois

I discussed with a group of IT and Ag teachers about integration. It was exciting because several of them were excited about the opportunities to work with other teachers and saw the benefits in developing curriculum.

January 16, 1990

Lunch meeting with Fred Walk
Normal Community High School

We talked very positively about integration activities, collaboration between teachers, and integrating content across curriculums. He tries to do this with his geography classes and with other academic teachers. He could see where he could tie in with home economic or agriculture very easily as well.

January

Video Script

Throughout the latter part of January, I worked on the script for the applied academics or integration video. The refinement of that helps to refine my thoughts on what we should do with vocational education.

January 22, 1990

Applied Academics Task Force

We met in Springfield all day with the Applied Academics Task Force. We oriented them to what has been going on with our project this year, as well as solicited information from them about where the project should head in the future.

I gave two presentations that day. In preparing for those, I really have come to some understanding of where we can go with this. Because of the review of the literature and all of our other experiences, the knowledge base is becoming a little clearer and the focus of our project can become more directed.

January 26, 1990

Illinois Employment and Training Association

I gave a presentation at the Illinois Employment and Training meeting at Jumer's Castle Lodge in Bloomington about the role of work settings in the future and what the business world will be like in the future.

February 1, 1990

Region 4 Vocational Administrators Meeting

I attended a Region IV meeting at Diamond Star at ISU. I toured Diamond Star and saw the flexible manufaturing system as well the factory of the future concept.

In discussions at ISU, Sandy Mercer discussed the quality assistance planning for 1991 and that integrating academic and vocational education should be a strong part of that. She introduced me and suggested that we do have some good resources here in Illinois, including myself, that can help. From this, I will probably do a couple of workshops for a couple of the systems in Region IV. I will probably do those workshops in the fall of 1990.

Early February

Script and IVA Group

We finalized script work in early February. I went to Franzie before he went to Washington, D.C.

Applied Academic teachers met February 2 in Champaign, but I could not attend that due to class commitments.

I was planning on attending IVA February 14, 15, and 16. I was going to visit with the applied academics teachers that were making a presentation there and listen to Gene Bottoms. However, due to inclement weather and icing, I could not attend.

February 3, 1990

Visitation with Mike Virlee
University High School

Mike and I discussed a variety of things this afternoon from his Illinois Vocational Association presentation to his students' fluid systems project. The students make a molded car which is

propelled by a carbon dioxide cartridge.

We talked about his future plans on integration. He said he would like to have two or three other teachers involved to plan a curriculum so that the three of them would be team teaching during a block of time on subjects that are interrelated. They could share the teaching load for a unit or teach content in each others' classes for a given unit, but the overall goal is to reinforce and improve academic skills by showing the real-world applications of those skills in different situations. For instance, students in Principles of Technology class compete each spring in a competitive event which includes a presentation. He has Diane Walker, the speech teacher and debate coach, come to his classes to show students how to speak in front of people, how to carry on professional conversations, and how to focus their attention and their skills. While this is going on, he could talk to her students about the role of technology in communication.

He would also like a math teacher involved to tie in the math principles in the applied setting of his Principles of Technology course. We discussed barriers to accomplishing this, such as timelines, and personalities of key individuals which could help make this pilot project a success. I said I would talk with Robert Meeker at Bloomington High School about the possibilities of this type of activity being part of the project he plans on funding for next year.

Mike agreed to consider the possibility of marketing this concept to a couple of other teachers to see if they are willing to get involved. From this point, we should determine a common planning time so we could put together a proposal, present it to some administrators at University High School so that they could try to put this plan into action in the spring of 1991. Because of the planning sequence, nothing could take place in a classroom until that point in time.

Mike is very positive, upbeat, enjoys dealing with students, and is excited about the impact integration can have on students.

February 27, 1990

Mike Sondergroth, Math Department
University High School

Mike and I had a positive visit today. He said he had been talking with Mike Virlee about the feasibility of a two hour block course combining geometry with industrial technology and art. It would be one credit math, half credit industrial technology, and half credit art. The course would present real world applications of geometric principles in industrial technology settings and use drawing skills. It sounded exciting and promising. Mike seemed to be driven to do this.

Mike said, some real world geometric problem examples from business and industry would be a great help. He was curious if there were new geometry modules being produced. He had heard that there are ten new ones coming out soon. I didn't know for certain, but will check with Joe Talkington.

Also, he was curious about doing a survey of professors and business people in the area, in an attempt to obtain (develop) a listing from each person of one major math activity in their work setting that's related to geometry or higher level math such as statistics. He would like to put in an applied statistics class at University High. He enjoys applied math. If those new geometry units come out, I'm sure he would like to be a field tester.

Hopefully, I can keep this project going and, with the assistance of Robert Meeker, develop some support so these people can have some funded planning time this summer to pursue this project further.

February 27, 1990

Normal Community High School
Fred Walk, Geography
Larry Lowe, Agriculture Education

Fred and I met for only a few minutes because he had a student teaching supervisor visiting today. He said he hadn't been working on much, although he had come across an idea and discussed it with a math teacher. It was about the possibility of integrating math with geography, and maybe tying in map making and relief while using math principles in developing and understanding maps. I explained a little about possible project work next year with Robert Meeker and the McLean-DeWitt system.

Fred appears to be a rather busy, but tends to have a very good attitude about integrative activities. He would like to find time to work on this.

I think the vehicle of keeping a journal, keeping in touch with people and visiting them on their own turf tends to keep this process active. After talking with several people today, I think that may be one of the first stages of getting people have different disciplines hooked into this system. If we can get people to try and keep a journal of related ideas and conversations, the whole concept of integration becomes more ingrained, and they start to understand it better. If they have somebody to talk with, they are better prepared for the next stage. If we want to change behavior we've got to do it a little bit at a time.

As far as Larry Lowe is concerned, he's beyond awareness and comprehension of integration. He talked about several projects he has. He's to the point where he gets plenty of staff/faculty commitment and support across disciplines. However, he's been running into frustrations and barriers, hurdles as he called them, from the administration on a number of issues.

First, in his ag/science program, he has problems with the certification board and college entrance requirements. He showed me information from the University of Illinois and Illinois State University relative to the new standards for entrance into the universities in Illinois. Neither of them have taken a position, as of late January or early February, relative to the new standards. I have yet to see anything from the state about this.

They have cooperation among faculty for a business-English class. It would be taught fifty-fifty by two teachers. The problem is not so much certification, because there would be an English teacher there, but whether the universities would accept the course as an English class.

Down the road, if they keep banging away and have some success, the next project they would try would probably be a business math course with applied math activities for business credit and math credit. This would not necessarily be for college bound students, rather for noncollege bound students, general students, and vocational students.

I also talked with Larry about the possibility of work for Robert Meeker in the region and how that might unfold. He would very likely be a key person in helping out with that project. He agreed that starting out in the small ways, with journals, or in-service orientations and things of that nature would build some awareness and interest among teachers. Then, we can move on to more active steps.

We also discussed PT and the problems he had getting teacher certification. We discussed the possible problems with that and if there was a special endorsement for teaching PT which reflected science background and that the science community might get behind it. Dual certification might meet that need and suppress the anxieties of the science boards and higher education.

March 1, 1990

Visit with Barbara Blunk

Barbara and I spoke for about twenty minutes on three or four different activities. She talked about pilot testing two modules for the applied mathematics course put out by CORD. One would be on graphing and the others on dealing with data.

We talked about her FTE situation and the barriers to trying new types of curriculum arrangements in her department. She explained the number of classes and sections with which she has to operate. One of the main problems she has is the limits on FTE's for her department. Even team teaching opportunities are difficult to arrange because of the number of classes they are allowed to teach in her department. She basically has six classes that they can teach in her department; four for her and two for Linda Frankenberger. Between the courses that are already on the books, such as word processing and consumer economics, which are offered consistently, and computer application software and accounting, there is not much room for anything else. If they can get over the hump of getting another quarter time of teaching, they would have some flexibility to do some new courses or structures.

As a matter of fact, she would like to try a business English class. They've had it on the books before. Since she does have an English minor and an endorsement in English, she could teach a technical writing course. Maybe she can team teach it with an English teacher for a quarter credit each for a semester or a half credit each for a semester.

She also talked about the possibility of Linda Frankenberger teaching a business law class for social studies credit and business credit. But again, the FTE limitations are a problem. The students would get a half credit for business and a half credit for social studies over the course of the year. One part of it would be probably constitutional and criminal law, and the other half would be contract law and consumer law.

She said she was taking notes and keeping her journal up to date. She said she was keeping in contact with Joe Talkington about her pilot testing and she had materials to send back to Jerry Peeple on the data-collecting project he's running.

March 2, 1990

Visit with Robert Meeker

I visited Robert at the Area Vocational Center today. We visited for 15 to 20 minutes about the Quality Assistance Plan for the McLean-DeWitt Regional Vocational System and my role in preparing a plan for that assistance money of about $24,000. In the next week or so I'll prepare a proposal that Robert will get a chance to review. Then, we'll send it to Springfield March 16. The principle components of this plan will be:

1. To do an evaluation survey of current integrative efforts in the regional system.

2. To plan activities and to meet perceived needs of the faculty in the region.

3. To develop a comprehensive in-service institute workshop for October.

4. To solicit several, 15 to 20, vocational teachers within the region to keep journals of their activities in developing integrated curriculum with faculty from other disciplines.

Later on we'll work with the teachers I'm working with now as lead teachers, look at how to integrate, and look at some of the barriers and how to overcome them. Giving them assistance in the region will, hopefully, pay for some of them to travel and visit local schools. I will make local school visits to those people keeping journals, as well as others who would like to participate further.

We will also send lead teachers from around the region to in-service activities developed through the Illinois Vocational Association at their annual conference in February or the affiliate members of IVA who have their meetings throughout the year. There may also be opportunities to send several teachers to the national and/or regional meetings as part of the QAP funds. By the end of the year, we would do a follow-up on all the activities that were completed by the individuals participating and to evaluate the impact of the various activities.

March 3, 1990

Meeting with Joe Talkington and Franzie Loepp

We discussed where the project is heading. Joe Talkington discussed major developments at Mount Vernon School District regarding a K-14 effort to integrate academic and vocational education to improve and reinforce academic skills. He said that there would be a quadraplex of funding to support it from QAP, tech-prep monies, and possibly some other funding sources to get it off the ground.

I discussed McLean-DeWitt's efforts using QAP funds for 1990-91. We discussed a little bit about the meeting next Monday as well as a meeting Tuesday with Sandy Mercer. I was not there to discuss the slide tape presentation and where that stands.

We discussed the effort of trying to get central administrations to buy into the concept and that they would be the key individuals to sell. If they were sold, then the rest of the administration would fall in line. Faculty would be relatively easy to sell if the flexibility and support in the system are there. If administrators are flexible and take advantage of some opportunities, the faculty are generally willing to try new endeavors.

One major point was made that in selling this, we need to make sure that they realize that we are trying to do things for them and that they do not have to do anything exceptional, out of the way, or costly. Otherwise, they won't be interested in being involved.

March 12, 1990

Meeting of Illinois State Board of Education
Department of Adult Vocational and Technical Education
Program Improvement Staff at Illinois State University

At this meeting, curriculum project directors presented information about their projects and also discussed future activities and initiatives. The projects discussed were agricultural education, sophisticated technologies, industrial technology education, middle school industrial arts education, applied academics, and home economics education. Once this information was presented, a discussion ensued concerning which direction these projects should head in the future. My personal feeling on this was that a more generalized secondary curriculum should be employed which focuses on problem-solving, creative thinking, cooperative learning, learning techniques, and academic or basic skills development. All of these should be embedded in basic technical skills development at the secondary level. It was perceived that more specialized technical skill development is and should be developed at the community college level and on site in industrial concerns on an updating basis.

March 13, 1990

Jumer's Hotel in Bloomington, Illinois
Applied Academics Project Staff and Contract Administrators
from the Illinois State Board of Education
Department of Adult Vocational and Technical Education

The breakfast discussion revolved around future directions for 1991, including pilot sites for extensive integration activities. Questions concerning assessment of student competence in basic skills prior to instruction and after instruction, measurement instruments, administration procedures, and implementation strategies were the highlighted topics.

March 14, 1990

Meeting with Robert Meeker
System Director for McLean-DeWitt Regional Vocational System

Mr. Meeker and I discussed the QAP plan for 1991 and the draft of that plan.

March 21, 1990

Traveling to Mount Vernon
Personal thoughts

When considering improving students' basic academic skills in reading, writing, listening, speaking, human relations, mathematics, science and social understandings, it is evident that thinking about new and innovative ways of highlighting or enhancing those skills becomes interesting and exciting. But, at the same time, there are many structures, activities and methods which are currently in practice which may be just as effective as new and innovative structures and methods. For instance, co-curricular student organizations and athletic teams do provide opportunities to enhance basic skills. A business club, a science club, or a speech club or team can have an impact on basic skills in those areas. If students were required to participate in two co-curricular activities, with one being a sports team that might broaden their perspective on basic skills, team work, interaction, critical thinking, problem solving, as well as math, science, English, etc. Three or four other activities I can think of off hand that can help work on those skills that are already being used in some situations:

1. Resource rooms or learning assistance centers where students with math, English, science or social studies problems or difficulties can go for assistance in completing projects, assignments, or for remediation to help students understand problems that they are incurring and take corrective action.

2. Laboratory settings for math, science and English as well as laboratory settings for vocational areas which highlight or enhance basic skills can have an impact on students' achievement in those areas.

3. Zero-hour or after-school tutoring activities can also do those types of things for remediation and enhancement as well as enrichment for those who are gifted in those areas.

4. Summertime cooperative work experience where students would work part-time or full-time during the summer and participate with supervision from the school. Students would also enroll in an evening or early morning class at the high school that would focus on human relations, problem solving, critical thinking, and basic skills activities while in the work place. All of these activities are in actual use in different settings, but would only need to be adjusted time-wise, or content-wise, or activity-wise, to enhance and reinforce academic skills.

5. There are new innovative developments in communication and delivering of instruction. The communications vehicles, for instance satellite, television, and computer-type simulations can provide instruction of applied basic skills which aren't neces-sarily available in a local school setting. For instance,

looking at the high technology areas of factories of the future company where as in the Diamond Star Motors plant there may be activities related to the use of mathematics, computers, and robotics in a given class such as principles of technology, science, or even a mathematics class where they can see firsthand how those are being used in real-life setting. With a satellite transmission and reception component or facilities, students and teachers can see firsthand how these skills are being used which would offer a lot of relevancy and realism to the classroom and would provide motivation for the students as well as developing interest through seeing video or television broadcasts of those types of events. It could also be used in looking at the use of computers in such large companies as State Farm or IBM. The use of mathematics in determining insurance rates, and how large insurance companies determine those, the use of statistics in corporations or even in public service areas like in education, social service, police and fire departments. The abilities to think and use problem-solving skills could also be highlighted.

6. A sixth way that some teachers use would be business-industry linkages. This is something some teachers do on their own already. They will tie in and have guest speakers come to their classes to speak and illustrate how certain basic skills are used in their work settings and their companies. By extending this concept, and having teachers work with a company and with several staff from those companies to come in and spend time in a classroom showing illustrations, using documentation and equipment possibly used in the work settings to highlight math, science, and English concepts and skills that the students are trying to develop.

March 22, 1990

Rend Lake Area Regional Vocational Delivery System Meeting
Mount Vernon, Illinois

People contacted at Rend Lake include:

Betty Musgrave
Ollie Musgrave
Don Sutton
P.E. Cross, Regional Superintendent
Superintendent Wayne City
Carol Turner, Career Dean at Rend Lake Community College
Harold ? from Rend Lake Community College
Ron Wilson, Area Vocational Center Director at Mount Vernon High School
Pat Garrett, Superintendent at Mount Vernon School District

Joe Talkington, Jerry Pepple, and I presented information concerning the Applied Academics Project proposal for a pilot site in the Rend Lake Area Regional Vocational Delivery System for 1990-91 with hopes of continuing that for three to five

years.
The proposal goal was discussed. Responsibilities of Illinois State University personnel, U of I personnel, and the Rend Lake Regional Delivery System were discussed. Discussion focused on applied curriculum materials which many sites are pilot testing and are using. There are a couple of schools seeking to do more.

Wayne City is interested in setting up a biology/ chemistry/mathematics laboratory where those classes can be taught in an adjoining classroom.

Woodlawn High School has biology/chemistry on the books ready to go for the fall. Other schools are interested in pilot testing several modules of biology and chemistry. The cost per unit in equipment alone will be at least $1,000, maybe more. With a total of about twelve units coming out, money is a concern of many of the administrators.

We discussed our role in the Applied Academics Project in the pilot sites. We will provide support, assistance, human resources, financial assistance, materials, in-service training, and technical assistance.

I attempted to emphasize that the first year of this project deals principally with assessment and planning strategies to meet the needs of local schools, and the regional system in general.

Considerable effort was focused on discussing other funding sources to tie in with this pilot site activity. Two of which were the prep-tech proposal that is available from the state tying in articulation and buying equipment for technical programs. Another was the evaluation RFP that could have Mount Vernon as a pilot site for collecting data.

There were also ideas about other pilot sites or curriculum proposals that might come down the line so that they would have adequate support to work on this project.

Discussion on our project ended by a verbal role call approval of the intent of the proposal. It will be tabled until their next meeting at which time they will vote on the proposal. There will be a couple of revisions in it and, possibly, they would be willing to sign it at the next meeting.

Their main questions focused on what was going to happen, what we were going to provide, what they were going to have to do, how much money was going to be flowing from this, buying what types of services, buying what types of activities, buying what types of materials and equipment.

Discussion of our project stopped with the vote. The superintendents, the regional system director and regional superintendent continued to talk about the prep-tech proposal that they can put together. There was considerable confusion over the matter about the differences between tech-prep and PT.

One superintendent thought that PT was the same as tech-prep and so there was confusion about who could apply for funding for that. So, there was some frustration on their part.

It appears that planning and writing will be completed on a proposal for tech-prep money, probably in the range of $100,000 to $150,000 proposal. They will put this together between Rend Lake Community College, Rend Lake Regional Delivery System, and the Franklin County Regional Vocational System.

Much of what was discussed here today could be proposed to the McLean-DeWitt Regional Vocational System depending on the amount of buy-ins of applied materials and assessment. Prep-tech funds may or may not be available for McLean-DeWitt because the community college district is just being formed and there is no structured administration. It may be possible in the fall to look at proposing for a science literacy grant for the junior high level to buy "bundles" of scientific equipment and supplies for various units of study for basic laboratory work at the junior high level. This would facilitate students developing basic skills at the junior high level and be ready to take principles of technology, biology and chemistry in high school.

April 20, 1990

Interview with Doris Groves, Associate Director of Admissions at Illinois State University

Doris Groves and I discussed the process and current trends in evaluating high school transcripts to meet admission standards to Illinois State University. ISU basically follows three different processes in evaluating courses for admission into higher education.

First, the specified courses required by ISU in such areas as math, science, etc. are reviewed. They also look at the sequencing of these courses; for instance, algebra I, geometry and algebra II. In English, it is English I, II, III, and IV. But, if there is a speech or journalism class, in this sequence ISU will have some concern.

The second process is how the high school treats a course. If the high school treats it as part of the track towards higher education, then ISU tends to treat it the same way. It does not guarantee that ISU will treat it the same way, but unless there are major concerns, it is usually accepted. If a course is different from other high schools' courses, or if there is not much information concerning the course in the curriculum guide provided by the high school, they will go to the third step.

The third step is a curriculum or syllabus evaluation which details the content of the course in relation to 1) objectives and goals, 2) content outline, 3) resources used in the class, as

well as 4) student projects. When it comes to science, they look at lab experiences. Those science classes that are not lab-oriented tend to be evaluated as less appropriate for admission.

In reviewing individual student admissions to ISU, they look at ACT score; with at least a 19 required. They look at students' high school course work, their class rank, and then ISU will review the courses and will allow up to two courses short of the admission standards for provisional entrance based on their ACT and class rank. They will suggest specific courses to take during the first two semesters. If they pass these courses and do well generally, they will be unconditionally admitted.

We discussed the opportunities for business English. Business English would be accepted, depending on certification of the teacher and how the high school treated it. If the high school tended to treat it like an English class they would tend to support that.

Industrial technology areas have a great deal of interface with the science area. PT is accepted as a sequence credit. Business could teach economics and students could use it as a social studies course for admission to higher education. The business math is not highly regarded as a college entrance course because it is not part of the algebra I, geometry, algebra II sequence. It could be considered as an additional math credit, possibly, but I believe most state institutions of higher education are going to go the algebra I, geometry, algebra II route, although some offer variance and substitution in the third year of math. Western Illinois University is one of these.

I asked her whether there was ever any discussion about the Illinois Board of Higher Education changing away from Carnegie Units. She said it had never been brought up at any of the state admissions directors meetings that she has attended. They feel pretty comfortable with Carnegie Units.

She appeared to be unaware (I do not want to generalize beyond Ms. Groves) of the power which university admission directors have on high school curriculum and that administrators and counselors are put in somewhat of a pressure situation to meet the needs of parents and colleges. Most parents want their children to go to college. Admissions directors identify what needs to be in the students' curriculum to get into college. Thus, students and counselors focus mainly on higher education requirements as a curriculum for the high school. In addition, the pressure to improve the quality of students' skills through these courses increases demand for college prep courses.

April 20, 1990

Discussion with Superintendent Leonard Roberts, Bloomington District 87, Dr. Franzie Loepp, and Robert Meeker

The discussion focused on pilot site activities for 1990-1991. Dr. Roberts was supportive and would like to proceed as long as it does not interfere with projects that are currently going on. He wants it to supplement and assist with his district's efforts to prepare students for the real world beyond 1990.

Afterward, Franzie, Robert, and I continued to discuss a variety of topics related to industrial technology to reading, writing, and math. All in all, a very productive meeting.

May 1, 1990

Phone Discussion with Robert Meeker

We set up a meeting May 9, to talk about procedures of handling QAP funds and activities as well as dealing with the applied academics project within the McLean-DeWitt Regional Vocational System. We discussed travel requests coming in, budgets, a survey of administers and teachers about their perceptions of what is going on. We also looked at visiting principals, guidance counselors, and administrators for twenty seconds or so to explain applied academics project to them and to seek as much commitment as we can acquire and to identify possible participant teachers.

A side note: A draft of a proposal needs to be developed very quickly for Wednesday, May 9.

May 2, 1990

Visit with Mike Virlee at University High School

We viewed student working on a PT project and discussed the PT competitive events held at University High last weekend, I believe. We also discussed scheduling and FTE's at University High and vocational areas. It appears to be limited and Mike is totally listed as a science teacher now and not an IT teacher, although he has two sections of PT listed for the fall.

We got onto a track and talked about advising students and career development education. He talked about the different phases that students work on. Each teacher meets with 18 students and will meet individually with those students once a month on a Wednesday, during an activity period. Also, those activity periods are used for faculty meetings, department meetings, etc.

That activity period would be an excellent time to take multiple groups of students of 18, 36, or 48, and have teachers make short 10 to 15 minute presentations to them during that one hour about various programs and careers in those areas, some of the criteria for advancement in those fields, getting started, etc. Mike said that idea could be worthwhile, but as that activity period is now structured between the counseling of the students, the advising of the students, department meetings, and total faculty meetings, basically every Wednesday is taken up and there are very few days available to do such things.

Mike inquired about what my perception was of the real purpose of this project and what I am trying to accomplish. He asked some very good, direct questions and we discussed that for some time.

Mike also talked about Barb Bills, a math teacher, who was curious about how one student might perform in the PT class. So, Mike briefly gave her a rundown of what skills the students need in that class. Now, Barb Bills has some background on what goes on there and what the abilities are so she can advise a variety of people.

Doris Groves — April 20, 1990
Associate Director of Admissions
Illinois State University

Doris and I discussed admissions standards at Illinois State University and how Illinois State University proposing new standards which includes four years of English (that's usually English 1 - 4), Mathematics (Algebra I, Geometry, Algebra II), two years of Social Studies, two years of Lab Science (laboratory experiences are very important). Plus the other required areas of Fine Arts and Foreign Language, with Vocational Education being allowed as an elective to meet admissions standards.

We discussed the important role of admissions directors and how much power they do have over guidance counselors and parents in assisting high school students in developing career goals and planning four year plans for high school.

I explained the Applied Academics Project and the confusion over new types and structures of courses which implement Applied Academics in their curriculum.

She presented the three step process Illinois State University uses to verify high school courses which are unfamiliar to Illinois State University or are new developments.

McLean-DeWitt Regional Vocational System — April 24, 1990
Board of Control Meeting

I was a guest at the Board of Control Meeting. I had an opportunity to be introduced by Robert Meeker to thirteen superintendents. I was able to discuss our project and our plans for the 1991 school year. Initial response by the Board of Control was very positive. They unanimously voted to continue to review this project within their school districts and they suggested that I meet, collectively or individually, with principals and guidance counselors at the high schools within the regional system.

Mike Virlee — May 2, 1990
University High School

I met with Mike and discussed scheduling for the 1990-91 school year and the use of the advisement period at University High School. He said currently that there is some cooperation being shown by some people in the Mathematics and Science areas in relation to Principles of Technology. There is a stronger awareness of what Principles of Technology is. He had some

concerns over the quality of the Principles of Technology Conference this year as well.

Tom Kronas — May 4, 1990
Assistant Regional Superintendent
McLean-DeWitt Regional Superintendent's Office

I met with Tom Kronas to acquire a list of principals and guidance counselors from the schools in the McLean-DeWitt Regional Vocational System so that I can contact these people and make appointments.

We discussed the Applied Academics Project and the direction it is heading for 1991. He was quite supportive and he also provided good descriptions of the various people I need to talk with.

Mike Sondgeroth — May 8, 1990
Mathematics Instructor
University High School

I met with Mike. He talked about the analysis of Algebra II in his school, and that next year they are planning to have a group of teachers teach Algebra II at the same time; splitting up the large group of Algebra II students to focus in on ability levels so that they can more effectively teach Algebra II to all students.

They were also concerned that their Algebra II course as it now stands may not actually be Algebra II considering the amount of reviewing that has to be done before they can actually get to Algebra II material.

I also talked to Mary Lou Engstrand concerning pre-Algebra. She is very concerned about the quality of the textbooks available in pre-Algebra and that they do not have enough projects and applications in their classes. She said she was going to review the Applied Mathematics materials to see if any of them would fit into her syllabus.

Mike Sondgeroth showed me an example of some of the application problems he is utilizing in his geometry class. He would like to move completely to a project or problem based curriculum in geometry and stay away from practice exercises and "correct answer" tests. He wants to provide the students the opportunity to problem solve.

Mary Lou Engstrand might be an interested professional to be

involved with this project in the future.

Fred Walk — May 10, 1990
Geography Teacher
Normal Community High School

I met with Fred during lunch. We talked about broad curricular issues, restructuring of schools, and what he might like to do in the future if he had the time to plan; which he said was his major barrier. His indication was that he would like to work with Larry Lowe on looking at flip flopping classes to teach specific units. If we could provide a substitute to let Fred go into Larry's class or Larry could get a sub so that he can go into Fred's class.

The majority of my conversations with Fred this year have been to build rapport and to illustrate our concern over academic skills and students; to show that we are professionals in Vocational Education. I think Fred has warmed up to vocational educators.

Robert Meeker — May 10, 1990
System Director
McLean-DeWitt Regional Vocational System

Robert and I discussed the QAP activities for 1991, we talked about travel, we reviewed the budget. We also reviewed a list of possible activities to go on in the region. We talked about my visiting various schools and talking to principals and guidance counselors. He went through and provided me names of people within the system; principally from Bloomington High School and the Area Vocational Center.

We also discussed the proposal I had put together for the QAP funds which will be submitted through Illinois State University in the near future.

Chicago Area — May 11, 1990
Applied Academics Workshop on Integration
Elmhurst, Illinois

Provided information and facilitated instructors and vocational administrators in understanding Applied Academics curriculum materials and the processes involved in integration. There was a small turnout, about fifteen people, but a very well organized and generally well delivered workshop.

Larry Lowe — May 14, 1990
Agriculture Teacher
Normal Community High School

I met with Larry today about his journal and activities within Normal Community High School and the upcoming meeting. Larry has been fairly positive about his activities this year and continued to talk about his possible activity with the science people, as well as with Fred Walk in geography.

Barbara Blunk — May 15, 1990
Business Education Teacher
University High School

I met briefly with Barbara. We discussed their scheduling and the current mission that appears to be in force at University High School, the possible emphasis on making the University High School a prep school by driving up standards to get in and building a strong demand. Barbara and Linda Frankenburger are very much interested in expanding their FTE's to teach a consumer mathematics class as well as possibly an introduction to business class, but have had very little support to expand their FTE's.

Illinois Mathematics and Science Academy — May 17 and 18, 1990
Leadership Conference

I participated in the Leadership Conference, the purpose of which was to develop an action plan for the mathematics discipline in Illinois. The leaders that were invited represented business, industry, and education at all levels and in all regions of Illinois. They divided up their concerns into about a dozen different areas. They wanted to identify what needed to be done and what each of about twelve different constituency group should do to meet those objectives. The one hundred and seventy leaders that participated in this conference were divided up into groups of about ten or twelve, and each group had one area to work on. Then the findings from each group were synthesized by the end of the conference.

In the group I worked with on technology and mathematics education, the goal was to increase the acceptance and use of technology not only to complete mathematical operations, but also to teach, explain, and provide illustrations of mathematical concepts in the real world. They also embraced the use of vocational education models in cooperative education and VIP programs as means of stimulating students to be interested in mathematics as well as providing opportunities for teachers to learn in

business settings mathematical applications.

May 25, 1990

I met with Joe, Jerry, Dale, and Franzie to resolve and focus the 1991 Applied Academics Proposal. It appears to be pretty much ready to go.

APPLIED ACADEMICS PROJECT INTEGRATION SYNTHESIS SUMMIT

JUNE 4, 1990

TURNER HALL

ILLINOIS STATE UNIVERSITY

Those in attendance were Robert Meeker, Director McLean-DeWitt Regional Vocational system; Fred Walk, Geography Instructor at Normal Community High School; Larry Lowe, Agriculture Instructor at Normal Community High School; Mike Virlee, Principles of Technology and Science Instructor, University High School; Barbara Blunk, Business Education Instructor, University High School; Joe Talkington, Associate Director, Applied Academics Project; Franzie Loepp, Director, Applied Academics Project; and Tom Haynes, Associate Director, Applied Academics Project.

The meeting focused around four activities. First, participants discussed their activities in relation to the integration of academics into vocational education during the 1990 school year. Second, participants identified barriers and incentives to integrate academics in vocational education. Third, they identified components and processes which are critical to the integration of academic with vocational education. Fourth, they identified the component parts of a proposed teacher/administrator guidebook regarding the integration of academic with vocational education.

The barriers that they identified were:

* local bureaucracy in relation to certification
* university admission requirements
* state initiatives
* teacher certification
* admission to higher education
* scheduling students and teachers
* competition between departments and disciplines
* time to plan, meet, and work
* the stigma attached to vocational education
* communication problems
* dollar support for new programs
* the risks/rewards for attempting new initiatives
* personal philosophies
* culture
* parents lack of understanding and involvement
* assessment
* clear mission and direction

The top five barriers identified, in rank order were:

1. time to plan, meet, and work
2. clear mission and direction
3. competition between departments and disciplines
4. local bureaucracy in relation to certification
5. admission into higher education

Incentives to be involved in integration that they identified were:

* survival
* adding new life to old programs
* the urgency for improvement in education
* the support of democratic educational principles
* professional development opportunities
* professional recognition
* self fulfillment
* being a part of an innovative, winning group
* developing a diversity of students in all classes
* acquiring assistance, i.e. dollar support, technical assistance, and resources
* developing students' interests, achievement, and relevant learning

The top five incentives, in rank order were:

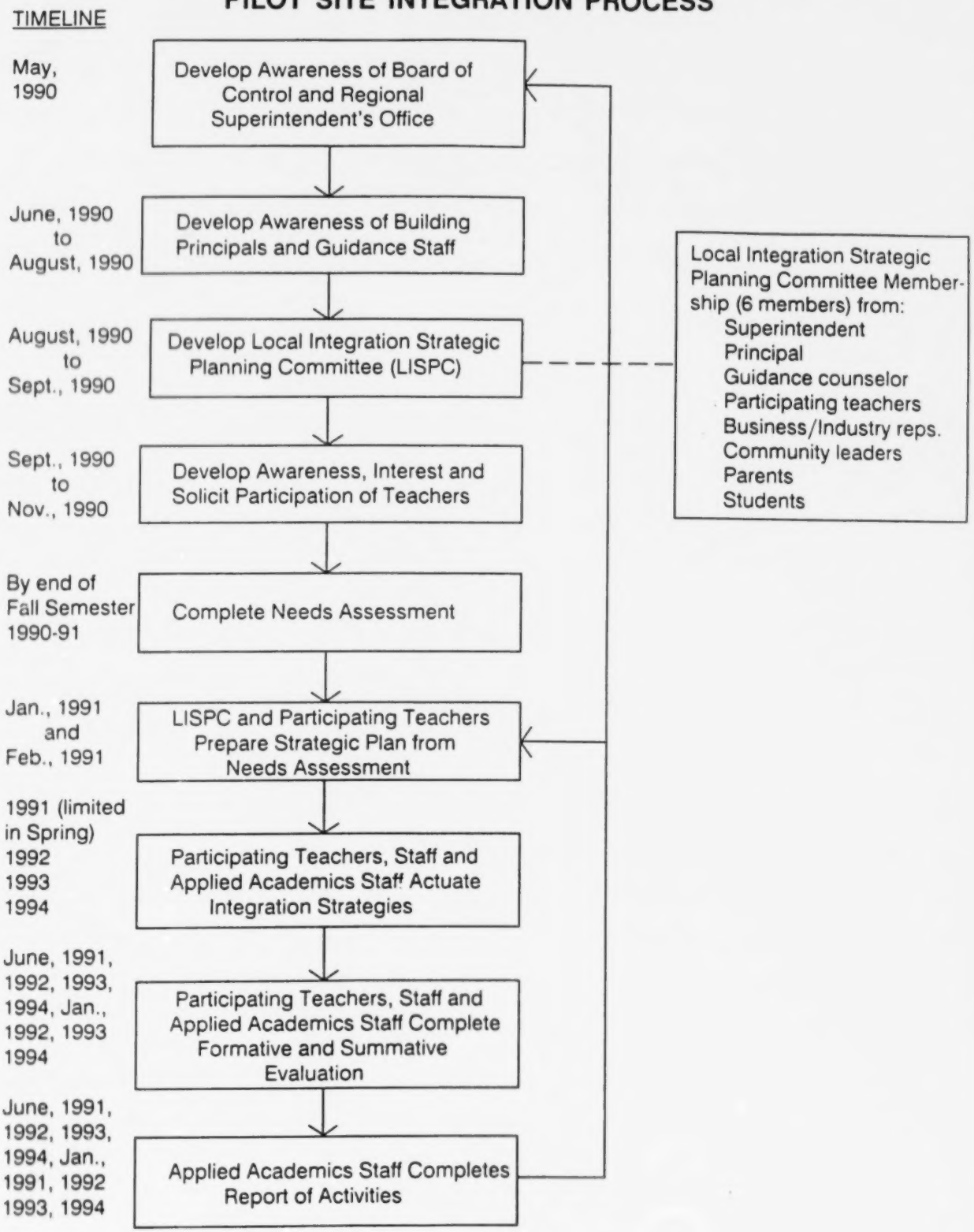
1. acquiring assistance, i.e. dollar suport, technical assistance, and resources
2. developing students' interests, achievement, and relevant learning
3. professional development opportunities
4. professional recognition
5. survival

The process which they clarified for use in integrating

academics with vocational education to increase students' basic skills abilities is shown on the attached page. Some of the comments they had concerning the use of this process were:

1. Making sure that there is a clear mission statement so that everyone understands. Making sure that it is printed in language that is not esoteric. Develop a summary which describes what this project is all about, or possibly a brochure. This should be included in the guidebook described below. Once people have been participating in this project, there should be follow up activities with lead teachers in local schools so that they can be communications links.
2. The membership in the local strategic planning committee should include superintendents, but total membership should be limited to six or seven people on the committee. To build awareness it may be possible and appropriate to deliver in-service workshops at the local high schools concerning the content of the project, the processes that will be used, and the opportunities for teachers. It was suggested that the strategic planning committee and participating teachers have a weekend retreat where they develop strategic plans from needs assessment data. A lead academic and lead vocational teacher should be on the strategic planning committee. Also, when developing awareness of this project to principals, guidance staff, and teachers, the use of guided

INSTRUCTIONAL STRATEGIES FOR CURRICULUM INTEGRATION
PILOT SITE INTEGRATION PROCESS


TIMELINE
May, 1990
Develop Awareness of Board of Control and Regional Superintendent's Office
June, 1990 to August, 1990
Develop Awareness of Building Principals and Guidance Staff
August, 1990 to Sept., 1990
Develop Local Integration Strategic Planning Committee (LISPC)
Local Integration Strategic Planning Committee Membership (6 members) from:
Superintendent
Principal
Guidance counselor
Participating teachers
Business/Industry reps.
Community leaders
Parents
Students
Sept., 1990 to Nov., 1990
Develop Awareness, Interest and Solicit Participation of Teachers
By end of Fall Semester 1990-91
Complete Needs Assessment
Jan., 1991 and Feb., 1991
LISPC and Participating Teachers Prepare Strategic Plan from Needs Assessment
1991 (limited in Spring)
1992
1993
1994
Participating Teachers, Staff and Applied Academics Staff Actuate Integration Strategies
June, 1991, 1992, 1993, 1994, Jan., 1992, 1993 1994
Participating Teachers, Staff and Applied Academics Staff Complete Formative and Summative Evaluation
June, 1991, 1992, 1993, 1994, Jan., 1991, 1992 1993, 1994
Applied Academics Staff Completes Report of Activities

practice using actual curriculum materials or processes would provide assistance in gaining support and commitment.

Attached is a proposed outline for a guidebook for local teachers and administrators. The comments that the summit participants provided concerning this were:

1. There should be a clear description of the mission and rationale of the project.
2. Provide a list of ways that teachers can benefit.
3. Provide practical pragmatic materials for teachers.
4. Provide sample lessons that will illustrate, for administrators and teachers, the ways to implement integration and how this can benefit them.
5. Provide a list of resource materials, methods, assistance in lesson planning, suggested study topics, and time intervals to be used.
6. Provide a brief national scope statement concerning integration.
7. Provide samples of activities in as many areas of study as possible.
8. Provide a list of resource people in the region or state who are already involved through projects, resource development, or research.
9. Provide samples of how activities tie in with state goals for learning.
10. Identify flexibility concepts of how integration can help

their students.

11. Identify barriers and incentives to integration including the whys and wherefores.
12. Lay out what assistance is available and how this project can help them.
13. Suggest program timelines (explain what can be done the 1st, 2nd, 3rd, etc., year).

INTEGRATION GUIDEBOOK: Preparing Youth for a

Productive 21st Century

Enhancing academic content in vocational classes and infusing applied learning in academic classes to improve students' basic skills.

Content Outline

I. Rationale and backdrop.

- A. Reports on education
- B. Reports on trends in the work setting
- C. Combine recommendations towards a more effective school system to contribute to a more effective economy.

II. Strategies to integrating academics to improve students' basic skills.

III. Barriers and incentives to integrating academics.

IV. Support and marketing needed to integrate academics.

V. Processes and resources for local integration activities.

- A. Listing of key individuals.
- B. Flow chart of contacts and activities.
- C. Check list of participants or constituents involved.
- D. Strategic planning processes and materials.
- E. Curriculum adaption or development module.
- F. Resources
  - 1. Technical assistance personnel
  - 2. Curriculum materials
    - a. vocational education
    - b. academic
    - c. business and industry trade materials

VI. Assessing the impact of integration.

June 12, 1990 Heyworth High School
Don Dillon, Principal
Math Roth, Guidance Counselor (retiring)

I met with Math and Don for two hours. We discussed the project with multiple interruptions because of phone calls and janitorial/ maintenance people entering the office. But, we discussed with much success the mission and process of the project. I received firm support and we identified people to be on the strategic planning committee to meet in August, and then sometime during the Fall semester.

June 13, 1990 LeRoy High School
Terry Milts

I met with Terry for forty-five minutes and discussed the project. I received strong support. We identified potential members of the strategic planning committee.

June 15, 1990 Gridley High School
Bill James, Principal

He was interested in participating in the project, but due to staffing overload and the work loads of faculty, he was concerned about being able to identify two teachers that could participate on the strategic planning committee. I will call Bill back on August 15 to pursue this further.